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## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Burgettstown Area School Districe		101631203
<b>Address 1</b>		
100 Bavington Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Burgettstown	Pennsylvania	15021
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Stephen P. Puskar		spuskar@burgettstown.k12.pa.us
<b>Single Point of Contact Name</b>		
Stephen P. Puskar		
<b>Single Point of Contact Email</b>		
spuskar@burgettstown.k12.pa.us		
<b>Single Point of Contact Phone Number</b>		
7249478136		

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## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephen Puskar	Administrator	District Office	spuskar@burgettstown.k12.pa.us
Melissa Ferencuha	Administrator	District Office	mferencuha@burgettstown.k12.pa.us
Shaun Cooke	Administrator	Burgettstown Middle High School	bfadden@burgettstown.k12.pa.us
Melissa Mankey	Administrator	Burgettstown Area Elementary Center	mmankey@burgettstown.k12.pa.us
Amy Lemmon	Parent	Burgettstown Area School District	alemmon@burgettstown.k12.pa.us
Nick Tasz	Board Member	Burgettstown Area School District	ntasz@burgettstown.k12.pa.us
William Price	Board Member	Burgettstown Area School District	wprice@burgettstown.k12.pa.us
Alyssa Nardone	Staff Member	Burgettstown Area School District	anardone@burgettstown.k12.pa.us
Melissa Nonack	Staff Member	Burgettstown Area School District	mnonack@burgettstown.k12.pa.us
Kathie Knouse	Staff Member	Burgettstown Area School District	mnonack@burgettstown.k12.pa.us
Melissa Kuzior	Community Member	Burgettstown Area School District	mkuzior@burgettstown.k12.pa.us
Anita Boni	Community Member	Burgettstown Area School District	aboni@burgettstown.k12.pa.us
Kourtney Mollis	Parent	Burgettstown Area School District	cmollis@burgettstown.k12.pa.us
Lucas Rendulic	Staff Member	Burgettstown Area School District	lrendulic@burgettstown.k12.pa.us
Dawn Baloga	Staff Member	Burgettstown Area School District	dbaloga@burgettstown.k12.pa.us
Heather Shaffer	Staff Member	Burgettstown Area School District	hshaffer@burgettstown.k12.pa.us
Maria Shaffer	Administrator	Burgettstown Area School District	mshaffer@burgettstown.12.pa.us

## LEA Profile

The Burgettstown Area School District is a rural school district located in northern Washington County in southwestern Pennsylvania. Burgettstown is a comprehensive public school district comprised of students from four municipalities: the Borough of Burgettstown, and the Townships of Smith, Hanover, and Jefferson. 1,138 students in grades K-12 are housed in two schools. The Burgettstown Area Elementary Center is home to grades K-5 while the Burgettstown Area Middle/High School educates students in grades 6-12. The middle school grades and high school grades have separate academic wings which have access to shared services. Both buildings share a campus on Bavington Road providing easy access and collaboration between the faculty, students, and staff.

The district offers a full-day kindergarten, Student Assistance Programs, computer labs and classrooms with Internet access. Both schools enjoy wireless access. Our classrooms are outfitted with interactive whiteboards, teacher laptops, and many rooms have additional iPads, Chromebooks or Kindles. Full time guidance counselors serve in the following grade groupings: K-5, 6-8, 9-10, and 11-12. Additionally each school building employs a registered nurse. All schools include mentoring / tutoring services and gifted programs. We are members of ACCESS PA Library and Power Library services.

The Burgettstown Middle/High School has earned Keystone Honors and was named U.S.

News Bronze Level Award during the 15-16 school year. The school offers advanced placement

courses in English, Biology, German, Psychology, and American History. The school is a member of the University of Pittsburgh's College in High School program offering Calculus and Statistics for college credit. Grades 6-8 are configured as a school within the secondary building and utilize a middle school philosophy when working with students. The high school offers honors and advanced placement courses, Work Release Program, Career and Technology Training, and a Dual Enrollment Program.

The elementary center is a Title I school with additional reading teachers to assist students achieve their maximum potential. Attendance at the elementary center consistently tops the required 90%. The Elementary Center has earned Keystone Honors in all of the years it was awarded.

Over the past ten years, an increased number of secondary students have withdrawn from Burgettstown to enroll in cyber charter schools. Although the total number of students enrolled in such schools is relatively small compared to other districts, the tuition costs for such students have risen dramatically affecting the general fund negatively. This situation coupled with an increased need for alternative education services for at-risk students has prompted the administration to create a cyber services program for Burgettstown students which will include summer school and course recovery, a click and brick option which will combine on-line learning and regular courses within the school, college dual enrollment via the Internet, a cyber school option, and an alternative school option for students with behavioral disorders.

There is so much to be proud of in Burgettstown, and all it starts with dedicated, supportive

School Board members, impressive, inspiring administrators, excellent , hard-working teachers and a supportive, caring staff, all working together to bring Burgettstown to achieve our mission:

Building Ambitious Students Daily: Education for a Lifetime of Achievement.

We are particularly pleased have a One-to-One Chromebook Initiative for our Middle School students. This initiative expands upon our current 21st Century Learning Goals that have been in place the last several years. Each student receives a personal Chromebook, which is used as a learning tool inside and outside the classroom. Middle school teachers are always planning interesting and innovative ways to engage the students with this popular and relatively affordable 21st Century learning tool.

Kindergarten through sixth grade classrooms use the McGraw Hill “Wonders” program. The “Wonders” program offers a comprehensive reading and English language arts curriculum, including a strong technology-based component. In addition, the program comes with the “Wonder Works” intervention program for struggling readers. Burgettstown reading teachers have received ample professional development in order to best deliver this program.

As our world flattens, we find our students facing significant problems on a global scale, and the solutions to these problems involve a highly technical and highly scientific mindset, the likes of which we have not fostered before. To keep ourselves on the front edge of this changing world, he District has joined the Intermediate Unit 1 “Science Matters” program. This hands-on science program will provide teachers in Kindergarten through fifth grade the resources and professional development to deliver challenging science units of study with a problem-solving focus. Each

science class receives one unit, complete with several challenging experiments and problems to resolve using their best science, technology, engineering and math mindsets. Each unit amounts to a nine-week's worth of new programming. Every science teacher also receives specific professional development for teaching the program in their classroom. In the 21st Century, S.T.E.M. has become the most in-demand skill-base, so we want our students to have the best thinking and best curriculum preparing them to engage the world's challenges, As the teacher and student competence and confidence with the programs increase, we expect to add additional units at each grade level.

Our previous comprehensive plan was focused on a singular goal: to carefully and thoughtfully articulate a curriculum for each and every course we offer. We have good courses already, to be sure, but the process of curriculum "mapping," and using a sophisticated curriculum framework and a digital tool in which we will capture our curriculum, helps to narrow our focus onto what is essential and important about our curriculum, and determining the best possible methods to deliver it.

Along the way, we talked about getting down to the "big ideas" of a course. That is, what do we want our students to remember long after they leave the classroom? From there, we developed "essential questions." These are very focused questions that, when answered, take Instruction to the very heart of a unit or topic of study. We considered how we assess student understanding, trying to steer ourselves away from the more traditional forms of assessment, where lower levels of thinking are commonplace. We are now poised to take on the next stage of the mapping process: learning plans. We fully expect the hard work will pay-off when we can spend time analyzing and

evaluating these new maps.

With the impressive progress we have made with our previous plan, this new plan offers exciting and interesting challenges. We tapped all of our stakeholders for their best thinking on our potential. We hope you will join us wholeheartedly in our goals and in our core mission: Building ambitious students daily: education for a lifetime of achievement.

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## **Mission and Vision**

### **Mission**

We, at Burgettstown Area School District, aim to create a better everyday life for students by empowering them to develop a curiosity for learning while discovering their interests.

### **Vision**

Within a nurturing and supportive school community, Burgettstown Area School District's students will become confident, future-focused, life-long learners who proudly provide meaningful contributions to society.

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## Educational Values

### Students

Our Students... \*Are committed to being ethical and embrace respect, responsibility, and honesty as being essential values \*Make the school a positive place of learning and assist in protecting the health, safety, and welfare of the school community \*Through a growth mindset, embrace failure and reflect, as a way to improve. \*Take ownership of one's own path to success \*Take advantage of opportunities, persist through challenges, and celebrate successes

### Staff

Our Staff... \*Provides relevant, rigorous, and diversified instruction in a safe, equitable, inclusive learning environment \*Continually analyzes student data to inform instructional practices \*Supports each individuals' social, emotional, and physical well-being \*Incorporates the use of appropriate technologies to expand learning opportunities \*Emphasizes that student learning extends beyond the classroom walls and is a life-long process \*Promote positive and collaborative partnerships between home, school, and the community \*Commits to continual growth as professionals \*Supports the role of the arts and all other disciplines to foster the growth of a diversified learner.

### Administration

Our Administration Values: \*Our Students \*One's right to have a voice \*Awareness, acceptance, and celebration of diversity \*The abilities and contributions of all stakeholders. \*The relationship between home and school by encouraging teacher/parent/student engagement \*A safe, supportive learning environment \*Rigor, relevance, and continuous improvement. \*Attentiveness to the many facets of socio-emotional learning

### Parents

Our Parents... \*Support daily and timely school attendance \*Maintain a positive attitude towards learning \*Embrace a cooperative home-school connection between student, family, and school community \*Believe A strong work ethic and will provide a learning environment at home for assignments \*Support the district's character education programing \*Celebrate our children's abilities and interests, and pride in personal and communal accomplishments

### Community

Our Community Values... \*Values each person's responsibility for the well-being of society through mutual respect and dignity. \*Education as a shared responsibility of the student, home, school, and community. \*High expectations in order to yield high results \*Maintaining pride and positivity when speaking about our schools \*The relationship between the community and the District \*Sensitivity to the needs and expectations of the different people who make up the school community.

### Other (Optional)

Omit selected.

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## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
MHS: The all-student group continues to meet the standard demonstrating growth in ELA	
MHS: The all-student group continues to meet the standard for growth in Mathematics / Algebra	
MHS: All students and each subgroup with a sufficient sample shows year-over-year growth in the percent of students proficient or advanced in math for every year post-pandemic	
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.	
BAEC: The number of students proficient or advanced in Math and ELA exceeded the state-wide average.	
BAEC: As it pertains to growth: the performance in ELA and Math eclipses the state-wide average and exceeds the state-wide growth standard	
BAEC: As pertains to growth the Science exceeded the state-wide growth standard.	

#### Challenges

Indicator	Comments/Notable Observations
MHS: In ELA the percentage of students proficient and advanced in the all-student group as well as the subgroups with sufficient samples have decreased except for students with disabilities.	
BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target	
MHS: The all-student group did not meet the state academic growth score in Biology/Science	
BAEC: The percent of students proficient or advanced in Math for the subgroup of economically disadvantaged decreased 22-23 to 23-24	
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target	
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target	

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<p><b>Indicator</b> MHS: The student with disability subgroup grew from the 22-23 school year through the 23-24 school year in both ELA and Science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Disability subgroup, MHS</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> MHS: All subgroups in Math/Algebra 1 increased every year of the expiring comprehensive plan.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> MHS, Math / Algebra all sub groups</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Elementary: All subgroups increased from the prior year with the all-student group and the white group performing better than the 2033 goal.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Elementary, all subgroups, white group</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Elementary: ELA: all subgroups continue to increase from the prior year.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Elementary, all subgroups</p>	<p><b>Comments/Notable Observations</b></p>

### Challenges

<p><b>Indicator</b> MHS: The pass rate for MHS has been below 20% for the past four years</p> <p><b>Grade Level(s) and/or Student Group(s)</b> 8th Grade/ All student</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> MHS: The Algebra students had a 17% pass rate in the 2023-2024 school year.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> 8th and 9th grade / All student group</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Elementary: The economically disadvantaged in Math has remained stagnant- with less than 50% performing in the proficient/advanced range.</p>	<p><b>Comments/Notable Observations</b></p>

<b>Grade Level(s) and/or Student Group(s)</b> Elementary, economically disadvantaged	
<b>Indicator</b> Elementary: In ELA, the performance percentage of students with disabilities remains below all groups. <b>Grade Level(s) and/or Student Group(s)</b> Elementary, students with disabilities.	<b>Comments/Notable Observations</b>

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

MHS: The all-student group continues to meet the standard demonstrating growth in ELA
MHS: The all-student group continues to meet the standard for growth in Mathematics / Algebra
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.
BAEC: As it pertains to growth: the performance in ELA and Math eclipses the state-wide average and exceeds the state-wide growth standard

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target
MHS: The all-student group did not meet the state academic growth score in Biology/Science
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
MHS: CDT	Some growth was seen in year one of the CDT data.
MHS: CommonLit	75% of the students were performing below grade level.
Elementary: Acadience	Data is showing that most students are below grade level.

### English Language Arts Summary

#### Strengths

CDT data is correlating with the PSSA's allowing the district to provide the students with standards-based learning through interventions.

#### Challenges

At the elementary level, the data viewed in acadience has shown over 50% of our students are performing below grade level.

CommonLit: At the MHS level students over 60% of students are performing below grade level.

### Mathematics

Data	Comments/Notable Observations
MHS CDT	The data shows some growth at the MHS.
Elementary Acadience	Around 55% of students are showing growth at the at and above grade level.

### Mathematics Summary

#### Strengths

Acadience Math data continues to show growth as well as over half the students scoring at or above the grade level.

#### Challenges

Less than half of the MHS students are scoring at grade level on the CDT's

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
MHS and Elementary CDT	Will be implemented in the 24-25 school year

## Science, Technology, and Engineering Education Summary

### Strengths

The implementation of the CDT's for the 2024-2025 school year

### Challenges

Updating a K-12 curriculum to the STEELs standards

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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
SmartFutures	Over 90% of the students are completing the state required artifacts.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

Community College of Beaver County

### Agreement Type

Dual Credit

**Program/Course Area**

High School Academy and Dual Enrollment

**Uploaded Files**

CCBC.pdf

**Summary**

**Strengths**

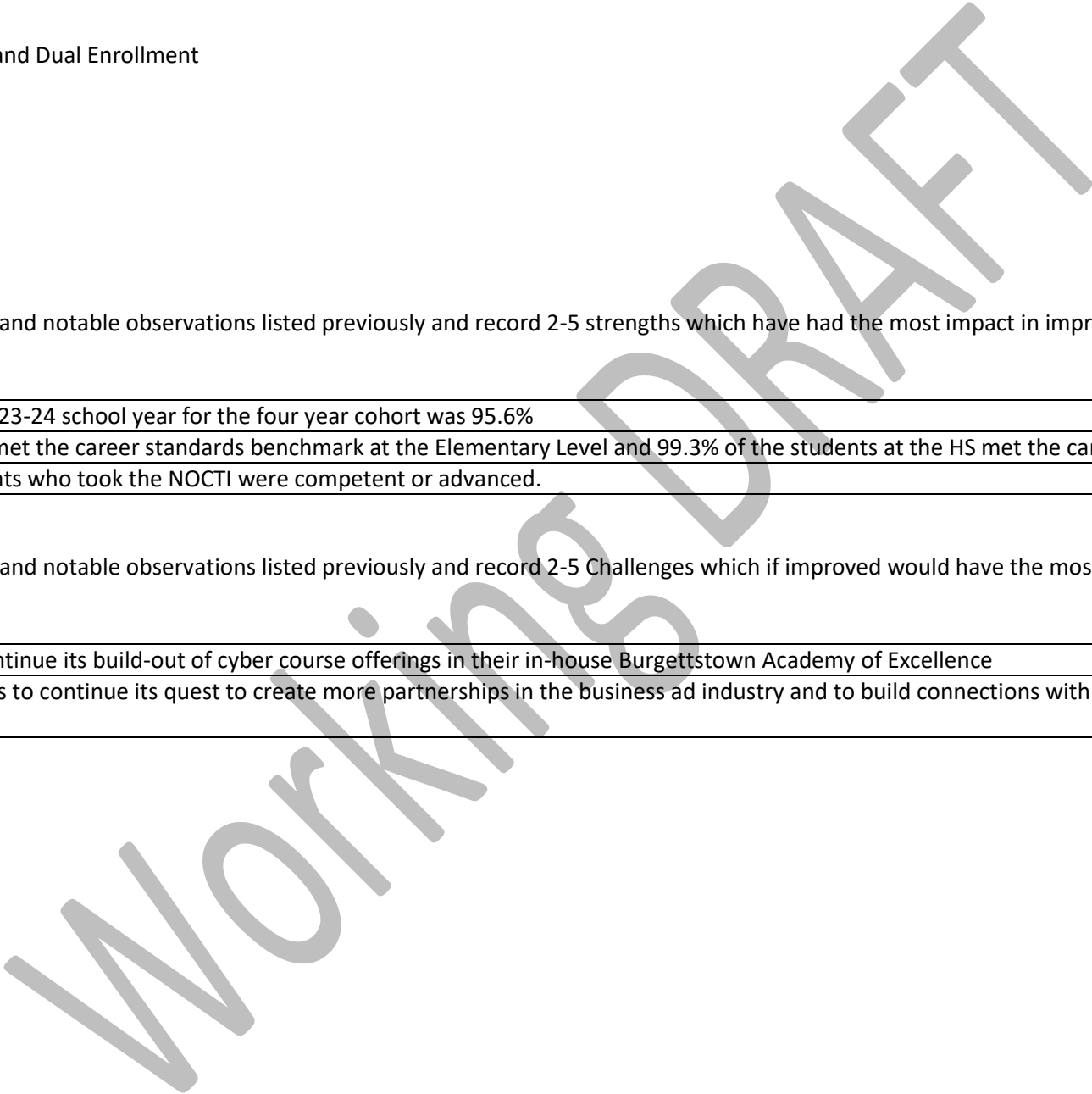
Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Graduation rate for the 23-24 school year for the four year cohort was 95.6%
98.6 % of our students met the career standards benchmark at the Elementary Level and 99.3% of the students at the HS met the career standards benchmark.
92.3% percent of students who took the NOCTI were competent or advanced.

**Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The district needs to continue its build-out of cyber course offerings in their in-house Burgettstown Academy of Excellence
The school district needs to continue its quest to create more partnerships in the business ad industry and to build connections with students as they explore career options



## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Equity consideration section is not a focus of this plan


**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Equity consideration section is not a focus of this plan

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## Designated Schools

There are no Designated Schools.

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## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This is optional- note from SAS
Title 1 Program	This is optional- note from SAS
Student Services	This is optional- note from SAS
K-12 Guidance Plan (339 Plan)	This is optional- note from SAS
Technology Plan	This is optional- note from SAS
English Language Development Programs	This is optional- note from SAS

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

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## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Consideration of the whole child and by the extension of the family and at the forefront of what we do
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We do our best on a very limited budget to prioritize spending to maximize the benefit of the students
The recent dearth of teacher candidates has not affected our school district, and we continue to attract qualified and appropriately certified individuals to fill our professional vacancies.
Our community and our alumni base is more than willing to become involved for the betterment of the students specifically and the District, generally.

**Challenges**

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Creating a culture of high expectations and and success for all students must become a priority of every employee.
Communication with families, while improving, can continue to be improved, especially at the teacher-student level. A more personalized approach, with less reliance on e-mail or electronic gradebook and more on one-on-one conversations with parents and guardians would serve the mission and vision well.
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus
The lack of a complete and written Standards aligned curriculum, K-12 hinders vertical and horizontal course alignment and content delivery.
The implementation of evidenced based strategies suffers from a lack of fidelity across grade levels (at the elementary) and content levels at the middle/high school level.

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## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
MHS: The all-student group continues to meet the standard demonstrating growth in ELA	False
MHS: The all-student group continues to meet the standard for growth in Mathematics / Algebra	False
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.	True
BAEC: As it pertains to growth: the performance in ELA and Math eclipses the state-wide average and exceeds the state-wide growth standard	False
CDT data is correlating with the PSSA's allowing the district to provide the students with standards-based learning through interventions.	True
.	False
Acadience Math data continues to show growth as well as over half the students scoring at or above the grade level.	False
Graduation rate for the 23-24 school year for the four year cohort was 95.6%	True
98.6 % of our students met the career standards benchmark at the Elementary Level and 99.3% of the students at the HS met the career standards benchmark.	True
92.3% percent of students who took the NOCTI were competent or advanced.	True
The implementation of the CDT's for the 2024-2025 school year	False
Equity consideration section is not a focus of this plan	False
Consideration of the whole child and by the extension of the family and at the forefront of what we do	False
We do our best on a very limited budget to prioritize spending to maximize the benefit of the students	False
The recent dearth of teacher candidates has not affected our school district, and we continue to attract qualified and appropriately certified individuals to fill our professional vacancies.	False
Our community and our alumni base is more than willing to become involved for the betterment of the students specifically and the District, generally.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in
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	Plan
BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target	True
MHS: The all-student group did not meet the state academic growth score in Biology/Science	False
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target	True
At the elementary level, the data viewed in acadience has shown over 50% of our students are performing below grade level.	False
CommonLit: At the MHS level students over 60% of students are performing below grade level.	False
Less than half of the MHS students are scoring at grade level on the CDT's	False
The district needs to continue its build-out of cyber course offerings in their in-house Burgettstown Academy of Excellence	False
The school district needs to continue its quest to create more partnerships in the business ad industry and to build connections with students as they explore career options	False
Equity consideration section is not a focus of this plan	False
Creating a culture of high expectations and and success for all students must become a priority of every employee.	False
Communication with families, while improving, can continue to be improved, especially at the teacher-student level. A more personalized approach, with less reliance on e-mail or electronic gradebook and more on one-on-one conversations with parents and guardians would serve the mission and vision well.	False
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus	False
The implementation of evidenced based strategies suffers from a lack of fidelity across grade levels (at the elementary) and content levels at the middle/high school level.	False
Updating a K-12 curriculum to the STEELs standards	True
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target	True
The lack of a complete and written Standards aligned curriculum, K-12 hinders vertical and horizontal course alignment and content delivery.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target	As referenced in the 22-25 Comprehensive plan changes in the Math programs at both schools were being implemented. The district allowed the staff time to implement the program, align the standards to the program, and prepare for the necessary scope and sequence. The Title 1 program is not showing growth during intervention time. Diagnostic and Formative assessments may not all align to the Pa Standards	True
Updating a K-12 curriculum to the STEELS standards	The Science department is navigating converting the PA Standards to the STEELS standards.	True
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target	There was a recent change in the programs at both schools. Giving the teachers time to implement the program, align the standards to the program and understand the necessary scope and sequence. The Title 1 program is not showing growth during intervention time. Diagnostic and Formative assessments may not all align to the Pa Standards	True
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.	The MHS can work with the BAEC on resources and instructional strategies used to order to show success in the Science scores
CDT data is correlating with the PSSA's allowing the district to provide the students with standards-based learning through interventions.	By implementing the CDT and giving the staff time to analyze the data, intervention groups can provide the students with additional services that meet their needs.
Graduation rate for the 23-24 school year for the four year cohort was 95.6%	Working with the guidance counselors and focussing on career and readiness standards- the students can focus on meeting the graduation requirements.
98.6 % of our students met the career standards benchmark at the Elementary Level and 99.3% of the students at the HS met the career standards benchmark.	By working closely with the school counselors, having a database to keep track of student records, and utilizing SmartFutures at all levels the district can ensure students are success
92.3% percent of students who took the NOCTI were competent or advanced.	The district works closely with the career and technical center to ensure the students are meeting their graduation requirements as well as earning their certificates in preparation for their identified trade.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Math: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.
	Adjusting the instructional practices to reflect phenomena learning, aligning the structure of the context to the STEELS standards.
	ELA: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.

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## **Goal Setting**

**Priority: Math: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.**

**Priority: Adjusting the instructional practices to reflect phenomena learning, aligning the structure of the context to the STEELS standards.**

**Priority: ELA: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.**

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## Action Plan

No measurable goals found.

### Action Plan For:

<b>Measurable Goals:</b>

Action Step		Anticipated Start/Completion Date	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

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## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>		<b>Action Steps</b>
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

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**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>

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